

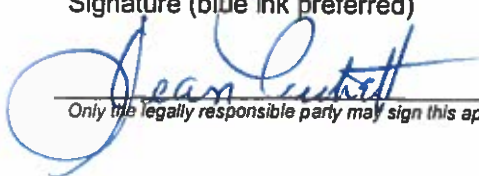
**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small> <div style="text-align: right; transform: rotate(90deg);"> RECEIVED TEXAS EDUCATION AGENCY MAY -1 AM 11:00 </div>
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
East Cleburne Community Center		NA		NA
Vendor ID #	ESC Region #		DUNS	
75-2286091	NA		839923307	
Mailing address			City	State ZIP Code
304 Trinity Street			Cleburne	TX 76031-
Primary Contact				
First name	M.I.	Last name	Title	
Joanie	Y	Hudson	Grant Specialist	
Telephone #	Email address		FAX #	
214-686-7814	hudsj@charter.net		817-558-8177	
Secondary Contact				
First name	M.I.	Last name	Title	
Dexter		Baldwin	Vice-Chairman	
Telephone #	Email address		FAX #	
817-933-2642	Eccc1@sbcglobal.net or dexbharmont@yahoo.com		817-645-2949	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jean		Pickett	Executive Director
Telephone #		Email address	FAX #
817-933-1152		Eccc1@sbcglobal.net or floretta2@aol.com	817-645-2949
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

4/30/18

701-18-111-134

Schedule #1—General Information

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 08/01

End date (MM/DD): 07/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

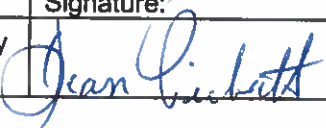
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	75-2286091	Jean Pickett Signature: 	817-933-1152	\$50,000.00
	East Cleburne Community Center		Jeanpickett5@gmail.com	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 75-2286091			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Need for grant: The 21st Century Community grant funds will allow East Cleburne Community Center (ECCC) to expand their Project CA²N (Cleburne Academic Achievement Now) Program which is now serving 65 students in grades 3-5 who are enrolled in Cleburne Independent School District to 930 students in grades 1-8. The need to expand is based on the results of a family/community survey conducted by ECCC which showed that 60% of children from low-income homes were left in an unsupervised environment during after school hours; failing 3 or more core subjects; performing below grade level and needed an extended day program with academic assistance and family enrichment activities. The survey data also showed that children 5 to 14 years old were regularly left in self-care situations and the average time spent in self-care was 7 hours per week. **Budget development:** Project CA²N's ACE Program's budget was developed by members of ACE Community Advisory Committee (A-CAC) which is an extension of ECCC Board members which is composed of a retired school superintendent, accountant, engineers, administrative staff from Cleburne ISD, local teachers and parents, college professors, and local businesses partners. A-CAC conducted a comprehensive needs assessment (CNA) in three phases under the leadership of the Executive Director of ECCC. A-CAC prepared a CNA plan in Phase I that included identifying data sources that would assist in establishing the criteria for the population of students to be served, identifying concerns, determining Project CA²N's measurable goals and objectives as they related to the ACE Blueprint and deciding on the preliminary priorities. Phase II consisted on gathering and analyzing data from (Texas Academic Performance Report, US Census Bureau, and local community surveys) to determine the population of students and families to be served and the number to be served. Phase III Process for aligning proposed activities to needs of students and families through an estimated cost analyses. Cost are based on "cost per student" and "cost per center" formulas provided in the PRIME Blueprint for Texas ACE to ensure sufficient resources. This process consisted of prioritizing students' needs and family needs, identifying programs, activities, and resources that would address the needs once prioritized and making selections that aligned with Project CA²N and the ACE Blueprint goals and objectives (improve academic performance, improve school day attendance, improve positive behavior, increase grade promotion rate, and increase graduation rate).

Demographics' relationship to goals and objectives of the grant: According to the US Census Bureau, the City of Cleburne has only 14% of its citizens who hold a bachelor's degree and 20.9% are below poverty. The City of Cleburne has only 8.54% of the labor force in a professional specialty. This community's data has a significant impact on the academic success of children who are in low income and in "at-risk" situations. The following chart reflects the demographics of the schools that have been mostly impacted by the city's changes in demographics.

Cleburne ISD School/Count	Enrollment	AA	Hispanics	Econ./Disadv.	At-Risk
Santa Fe Elementary	(438)	3.2%	68.3%	90.0%	83.8%
Adams Elementary	(427)	3.0%	33.3%	71.0%	52.2%
Cooke Elementary	(559)	3.4%	57.1%	81.8%	67.7%
Irving Elementary	(471)	3.4%	59.9%	87.0%	71.3%
Coleman Elementary	(521)	4.6%	25.5%	60.0%	56.1%
A.D. Wheat MS	(681)	2.3%	53.2%	77.1%	62.0%
Lowell Smith Jr. MS	(768)	2.9%	38.8%	57.6%	54.6%

Texas Academic Performance Report (TAPR) under the category of STAAR Percent at Meets Grade Level All Grades shows a.) Santa Fe Elementary-Grades 1-5 has 14% of English Language Learners (ELL), 12% (Econ/Disadv), 14% and (Hispanics) meeting grade level. b.) Adams-Grades 1-6 has 30% (ELL), (Econ/Disadv.) 26%; and (Hispanics) at 29% meeting grade level c.) Cook Elementary-Grades 1-5 has 28% of (ELL), 32% (Econ/Disadv.), and 30% of (Hispanics) meeting grade level; d.) Irving Elementary-Grades 1-5 has 13% of (ELL), 22% (Econ./Disadv.), and 20% of (Hispanics) meeting grade level; e.) Coleman Elementary-Grades 1-5 has 5% of (ELL), 30% (Econ./Disadv.), and 25% of (Hispanics) meeting grade level while all schools compared to the state (48%) and district (38%) are below the state and district performance in meeting grade level. A.D. Wheat-Grades 6-8: data shows English Language Learners (ELL) 7%; Econ./Disadv-22% and Hispanics at 20% compared to State Performance at 48% and District performance at 36%. Lowell Smith Jr Grades 6-8. data shows (ELL) students at 6%; Econ./Disadv. 27%; and Hispanics at 25% compared to the state percentage at 48% and the District's performance at 36% in meeting grade level. A-CAC also analyzed the drop-out rate for A.D. Wheat for (ELL) students that showed 3.3% and 0.5% for Econ./Disadv; and Hispanics at 1.3% Lowell Smith drop-out rate for (ELL) at 1.5%, Econ./Disadv. (0.8%) and Hispanics (0.5%) compared to the State Rate at 0.4% .

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 75-2286091			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$866,000.00	\$28,200.00	\$894,200.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$157,000.00	\$0	\$157,500.00
Schedule #9	Supplies and Materials (6300)	6300	\$200,000.00	\$0	\$200,000.00
Schedule #10	Other Operating Costs (6400)	6400	\$20,000.00	\$0	\$20,000.00
Schedule #11	Capital Outlay (6600)	6600	\$100,000.00	\$0	\$100,000.00
	Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,343,000	\$28,200.00	\$1,371,200
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,343,000	\$28,200.00	\$1,371,200.00
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,371,200.00
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$68,560.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 75-2286091			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	25		\$300,000.00
2	Educational aide			\$0
3	Tutor @ one hour for each center	25		\$120,000.00
Program Management and Administration				
4	Project director (required)	1		\$60,000.00
5	Site coordinator (required)	3	1	\$150,000.00
6	Family engagement specialist (required)	1		\$50,000.00
7	Secretary/administrative assistant			
8	Data entry clerk	1		\$30,000.00
9	Grant accountant/bookkeeper	1		\$40,000.00
10	Evaluator/evaluation specialist	1		\$6,000.00
Auxiliary				
11	Counselor			\$0
12	Social worker			\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$0
14	ESC coordinator/manager/supervisor			\$0
15	ESC support staff			\$0
16	ESC other			\$0
17	ESC other			\$0
18	ESC other			\$0
Other Employee Positions				
19	Title			\$0
20	Title			\$0
21	Title			\$0
22	Subtotal employee costs:			\$0
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$10,000.00
24	6119 Professional staff extra-duty pay			\$0
25	6121 Support staff extra-duty pay			\$0
26	6140 Employee benefits			\$100,000.00
27	Subtotal substitute, extra-duty, benefits costs			\$0
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			866,000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 75-2286091		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Printing of Brochures, Programs, Handbooks for Project CA ² N, Center Enrollment Packages. Materials will be printed in both English and Spanish	\$10,000.00
2	Copier Lease Agreement to be used for additional printing at centers beyond the normal per day print load	\$20,000.00
3	Fee for temporary meeting room space for STEM Extravaganza and Storytelling	\$2,500.00
4	Tell It! Storyteller-Provide fine arts activities such as drama, dance, and poetry: Inclusive of Instructor and 3 staff members	\$5,000.00
5	Experiential Solutions: Provide recreational and enrichment activities for parent trainings, student mentoring, parent counseling, Family Engagement, character building club, conflict resolution, and anti-bullying	\$5,000.00
6	Educate Texas STEM Consultant-Provide project based learning (PBL) and STEM training for classroom teachers: Foundation of PBL, Math and Science w/Adv. PBL – Grades 1-11: Consultant and training materials	\$10,000.00
7	Hill Community College (College Entrance Exam Prep-TSI, ACT, SAT) 3 Instructors Career Planning, College Information and Exploration with financial aid support	\$5,000.00
8	Culinary Art 101-Enrichment: Create passion for students and families to prepare healthy meals. Student and parents will prepare healthy snacks as an intern activity	\$5,000.00
9	Provide AVID College Readiness and Career Prep-Character-up-Training and Materials-Championship habits-Drugs and Alcohol Prevention	\$5,000.00
10	Bus Transportation: Transport students to and from centers for after-school program, summer program and on educational field trips.	\$75,000.00
11	Household budgeting and Banking 101-Family and Parental Support Services	\$5,000.00
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$147,500.00
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$10,000.00
(Sum of lines a, b, and c) Grand total		\$157,500.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 752286091		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$200,000.00
Grand total:		\$200,000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 75-2286091		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000.00
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$15,000.00
Grand total:		\$20,000.00

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 75-2286091			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX—Software, capitalized				
12	Achieve 3000: Reading Learning Site Licenses for 3 years. Inclusive of all program components addressing ELL, Interventions, STEM, Literacy for parents, and content areas of adults.		\$	\$100,000.00
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX—Equipment or furniture				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$100,000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Desire to have a bachelor's degree and/or 5 or more years working in a top management or administrative position in a community center, strong leadership and communication skills, data analyses skills, Excel, PPT and great people skills, working with community partners
2.	Site Coordinator(s)	Hold a bachelor's degree in Education or related field. Strong communication and public relationship skills, data management skills, computer skills, experience working with at-risk learners
3.	Family Engagement Specialist	Social work or counseling experience with a bachelor's degree or associate degree in social services, casework experience preferred, great moral character, strong communicator, people person, passion for families in need

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By 08/2019, 70% of all selected subgroups will improve academic performance in all subjects by 10%	1. Conduct pre-skill assessment benchmark test	09/06/2018	07/31/2019
		2. Create individual learning plans based on results	09/06/2018	07/31/2019
		3. Implement ACE academic lessons and support	09/06/2018	07/31/2019
		4. Group students for differentiated instruction	09/06/2018	07/31/2019
		5. Implement STEM and Project Based Learning	09/06/2018	07/31/2019
2.	By 08/2019, 70% of all selected subgroups will improve drop-out rate for 7-8 graders by 5%	1. Assign tutors to work daily with students	09/06/2018	07/31/2019
		2. Students receive homework support	09/06/2018	07/31/2019
		3. Offer College Prep entrance Exam (TSI) @ 8 th grade for TSI writing	09/06/2018	07/31/2019
		4. Use Family Engagement for child-find	09/06/2018	07/31/2019
		5. Implement career readiness with college visits	09/06/2018	07/31/2019
3.	By 08/2019, 95% of parents/students will participate in activities to build character and family engagement	1. Implement Character Clubs at all three centers	09/06/2018	07/31/2019
		2. Assign all students to mentor groups	09/06/2018	07/31/2019
		3. Implement after hour family engagement trainings	09/06/2018	07/31/2019
		4. Implement Character-Up Program-Exp. Solutions	09/06/2018	07/31/2019
		5. Start debate clubs and competition after school	09/06/2018	07/31/2019
4.	By 08/2019, Decrease from 7 hrs. to 1 hr. in student self-care unsupervised/increase program attendance	1. Start free transportation for all students to centers	09/06/2018	07/31/2019
		2. Keep students engaged in enrichment activities	09/06/2018	07/31/2019
		3. Free 2 hour homework assistance	09/06/2018	07/31/2019
		4. Free lunch program with snacks provided	09/06/2018	07/31/2019
		5. Home visits by Family Engagement Specialist	09/06/2018	07/31/2019
5.	By 08/2019, 70 % of ELL and Eco. Disadv. and Hispanics students will increase promotion rate by 10%.	1. Assign mentors to targeted students individually	09/06/2018	07/31/2019
		2. Implement promotion plan for targeted students	09/06/2018	07/31/2019
		3. Implement Achieve 3000 ELL Component	09/06/2018	07/31/2019
		4. Students receive standardized test prep.	09/06/2018	07/31/2019
		5. Conduct weekly/monthly/grade checks for ELL, Hispanics, and Eco./Disadv. students	09/06/2018	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Method for evaluating community needs and resources: The East Cleburne Community Center's ACE Community Advisory Committee (A-CAC) in **Phase I** conducted a comprehensive needs assessment (CNA) to determine community needs and available resources. The process consisted of gathering and analyzing data from the selected data sources (Texas Academic Performance Report, US Census Bureau, and local community surveys) to determine the population of students and families to be served in the grant. A-CAC analyzed the following data from the various data sources to prioritize high needs: 1) families and school age children who attended Cleburne Independent School District (CISD) in grades 1-11 who failed two or more core subject areas, failed the state assessment (STAAR/EOC), 2) retained in one or more grade levels, 3) low school attendance, 4) dropouts, 5) students who were in a self-care situations, 6) Academic Achievement Gap for ELL, African-American, and Economically Disadvantaged students compared to state/district performance rates. **Phase II** consisted of prioritizing students' needs and family needs, identifying programs, activities, and resources that would address the needs once prioritized and making selections that aligned with Project CA²N and the ACE Blueprint goals and objectives (improve academic performance, improve school day attendance, improve positive behavior, increase grade promotion rate, and increase graduation rate).

Results: Based on the results of the CNA, A-CAC started **Phase III** for prioritizing and aligning proposed activities to the needs of students and families by identifying programs, activities, and resources that would address the needs once prioritized and making selections that aligned with Project CA²N and the ACE Blueprint goals and objectives (improve academic performance, improve school day attendance, improve positive behavior, increase grade promotion rate, and increase graduation rate). In conclusion, a plan was developed for grant implementation based on the following selected needs as determined by the A-CAC committee: 1) address the academic achievement gap for ELL, Hispanics, Economically disadvantaged students, 2) address drop-out rate, English Language Learners (ELL), Econ. Disadv. and Hispanics who performed below the state and the district, 3) address limited access and limited programs involving parents and students engaging in learning activities that builds character and expands family engagement activities, 4) address students in self-care situations from single family homes, and 5) address promotion rate for English Language Learners (ELL), Hispanics, and Eco./Disadv. students.

Resources: A-CAC also identified available resources to meet the the identified needs: Cleburne ISD will provide facilities for all three of the centers, buses for transportation, access to all facilities (science labs, cafeteria, gym, athletics, etc.), computer labs, and existing academic programs and materials, counseling staff, and TSI, ACT, and SAT prep through their agreement with Hill College). Texas Workforce will provide job shadowing, mentors, and internships that will allow for students to have real-life experiences with mentors assigned to encourage them to practice positive behavior. Texas Workforce will also provide parent trainings for job interviews and how to fill out job applications. Tarrant County Food Bank will provide commodities to families. Texas Agricultural Extension Services will offer healthy living training sessions to teach families the importance of making healthy food choices. Texas Agricultural Extension Services will also provide training on the importance of obesity prevention, money management, career and special technical training, expanded food and nutrition education training, alcohol and drug prevention training and "Welcome to the Real World Financial Training" for students and parents. United Way Agency will provide social services for families and full-time College and Career Readiness Coaches to help students learn about career options and how to apply for college admission, scholarships and financial aid. United Way will also provide one-on-one mentoring to the most at-risk students, literacy workshops for parents, and a morning and evening GED program. Establishing a Partnership Recruiting Fair will bring in new partners that may provide additional funding or expertise that can benefit the centers. **How needs will be addressed:** Project CA²N's ACE Program, with the help of their partnerships will address the five prioritized needs through Academic Assistance services and activities such as (STEM, Project Based Learning), Enrichment Services and activities such as (character education, art, conflict resolution, cooking classes, debate clubs, driver's education, fitness, and family counseling). In order to meet the needs of **working families**, United Way Agency will offer trainings and workshops at different times in order to reach parents who work various hours during the day or work at night. Parents will be offered evening workshops on content impacts student achievement. A parent resource center will have evening opening hours for working parents that will allow them time to check out books, videos, and education games for the entire family. Free bus transportation will be offered for students of working parents who will not be available to provide transportation. The Family Engagement Specialist will review parents surveys for continual feedback to ensure family needs during the year are being addressed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Project CA²N's (Cleburne Academic Achievement Now) ACE Program has the following partners supporting the after school program with a renewed commitment with the possibility of expansion of the program. The partners are: Cleburne ISD, Southwestern Adventist University, Texas Workforce Commission, Tarrant County Area Foodbank, Texas Agricultural Extension Service, and United Way of Johnson County.

Partners	Four Components			
	Academic Assistance	Enrichment	Family and Parental Support	College Readiness
Cleburne ISD	X	X	X	X
Southwestern University	X	X		X
Texas Workforce			X	X
Tarrant County Food Bank			X	
Tex.Agricultural		X	X	X
United Way Agency	X	X	X	X

In order to meet the following program objectives: 1) By 08/2018, 70% of all selected subgroups (Hispanics, ELL, Eco.Disad.) will improve academic achievement in all subjects by 10%) 2) By 08/2019, 70% of all selected subgroups will improve drop-out rate for 7-8 graders by 10%) 3) By 08/2019, 95% of parents/students will participate in activities to build character and increase family engagement by 10%; 4) By 08/2019, student self-care unsupervised will decrease from 7 hours to 1 hour and increase program attendance by 10%; 5) By 08/2019, 70% of ELL, Hispanics, and Eco. Disadv. Students will increase promotion rate by 10%.

Planned Partnership:

Cleburne ISD will provide facilities for three of the centers, buses for transportation, access to all facilities (science labs, cafeteria, gym, athletics, etc.), computer labs, and existing academic programs and materials, counseling staff, TSI, ACT, and SAT Prep through their agreement with Hill College) to meet the programs goals and objectives. Texas Workforce will provide job shadowing, mentors, and internships that would allow for students to have real-life experiences with mentors assigned to encourage them to practice positive behavior to meet objectives Texas Workforce will also provide parent trainings for job interviews on how to fill out job applications. Tarrant County Food Bank will provide commodities to families. Texas Agricultural Extension Services will offer healthy living training sessions to teach families the importance of making healthy food choices and provide meals. Texas Agricultural Extension Services will also provide training on the importance of obesity prevention, money management, career and special technical training, Expanded food and nutrition education training, alcohol and drug prevention training and "Welcome to the Real World Financial Training" for students. United Way will provide social services for families and full-time College and Career Readiness Coaches to help students learn about career options and how to apply for college admission, scholarships and financial aid. United Way will provide one-on-one mentoring to the most at-risk students.

Sustainability: A-CAC has adopted the 3R's: review, refine, and renew as a continual monitoring process for the center's programs. A-CAC members will review what has worked, what needs modification, what needs expansion, what budgetary issues have surfaced, and what the findings from early evaluation data indicates? A-CAC will work on refining goals, objectives, program design, and research design. A-CAC performs a continual review of quarterly program performance reports to access the project to be able to compare year after year for any program adjustments. This allows A-CAC to make informed decisions on any changes or adaptations that may need to be made to meet the project objectives.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program Impact on Performance: Objective 1) By 08/2018, 70% of all selected subgroups (Hispanics, ELL, and Econ. Disadv.) will improve academic performance in all subjects by 10%; Project CA²N's will implement a *Common Instructional Frame Work* (collaborative work groups, writing to learn, scaffolding, questioning, classroom talk, and literacy groups) which will be embedded into Project CA²N's activities and initiatives such as STEM, project-based learning, character development, differentiated instructions, and computer-based instructions. These activities and initiatives build critical thinking skills such as observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making which are needed skills for college readiness. Parents of children from low-income families express strong support for afterschool programs that offer STEM and 57% of low-income parents agree that afterschool programs should provide opportunities to explore and engage in hands-on STEM learning (America After 3PM, 2014). Writing daily, storytelling, drama, and role-playing increases fluency and mastery of written conventions and language. Individual academic plans will be created by teachers using (Mutual Accountability Plan (MAP) for each student. Teachers would work with students in small groups and differentiate instructions based on each student's ability levels. Intervention through Achieve 3000 and i-station which are computer-based software programs that have intervention components to assist students and reinforce reading math and writing skills. Regular scheduled assessments would occur to monitor progress weekly. **Advancement:** Objective 2) By 08/2019, 70% of all selected subgroups will improve drop-out rate for 7-8 grades 10%; Southwestern Adventist University instructors will provide tutorials on pre-college entrance exams such as Texas State Initiative assessment (TSI) prep classes. Tutors will be assigned individually to work with students. The Family Engagement Specialist will conduct home visits (America After 3 P.M., 2014). **Discipline Referrals:** Objective 3) By 08/2019, 95% of parents/students will participate in activities to build character and increase family engagement by 10%; Project CA²N will implement Character Clubs in all three centers through the Experiential Solutions Program that allows for relationship building between parents and students, students and peers and students with other adults. Strategies such as conflict resolution, student mentoring strategies will be implemented. Parents/ students would participate in the Character-up Program Championship Habits book readings for role playing. **Attendance:** Objective 4) By 08/2019, student self-care unsupervised will decrease from 7 hours to 1 hour and increase attendance by 10%; Project CA²N will provide after school free transportation for all students in self-care situations that are unsupervised. To motivate and attract students to be at the centers, all 4 centers will offer enrichment activities such as debate, fashion shows organized and planned by students, cooking classes, storytelling, drama and dance, for parents and students to participate daily. "All the Way and Then Some" will offer healthy living ideas and fitness. Schools where Project Based Learning (PBL) is practiced find a decline in absenteeism, an increase in cooperative learning skills, and improvement in student achievement. When technology is used to promote critical thinking and communication, these benefits are enhanced (Educational Leadership, 2010). Students will also participate in the free lunch and dinner program and free homework and tutoring assistance.

Promotion and Career Competencies: Objective 5: By 08/2019, 70% of ELL Hispanics, and Econ. Disadv. Students will increase promotion rate by 10%. Mentors will be assigned to each ELL and Econ. /Disadv. student who participate in the Project CA²N Program. Mentors will review and monitor individual learning plans, weekly grades, and ensure that these students will graduate with a technical certificate or 30 college credit hours or more. Mentors will work with parents of these students and provide tutorials based on pre and post assessment data. The ELL component of Achieve 3000 will be implemented. The summer school program allows for enrichment activities that allow for parental involvement in their child/children learning and activities such as conflict resolution, parental counseling, finance 101, and debate decreases the amount of time the population identified to be served in this program from being home alone in an unsupervised environment. Students will have the opportunity to visit colleges and universities and participate in free information sessions on applying for colleges and financial aid through established "Go Centers" that will be located at all three centers.

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 75-2286091	Amendment # (for amendments only):
Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Implementation of Evidence-Based Best Practices: The design of Project CA²N is based on current research and evidence-based programs related to out-of-school time, youth development, and dropout prevention. The Project Director and the Site Coordinators will work with classroom teachers in developing collaborative lessons plans that are theme driven and that document the Common Instructional Framework's five components (collaborative work groups, writing to learn, scaffolding, questioning, classroom talk, and literacy groups). According to <u>Bloom & Kissane, 2011</u>, in recent years, schools, districts, and states have increasingly relied on Individual Learning Plans (ILPs) to ensure that students gain the skills necessary to succeed in college and the workforce. Also known as Academic Achievement Plans, Personal Graduation Plans, and 4-Year Plans, ILPs are personalized, goal-oriented programs designed to help students focus on their academic and career futures. Each student participating in Project CA²N will have <u>Individual Learning Plans</u> developed by pre-test data demonstrating the academic needs of the student and post test data that measures accomplishment of certain learning skills and concepts. Based on the data, students will be provided prescriptive interventions through <u>computer-based programs, small group instructions, and lessons that are project based driven</u>. Small group instructions allow students to understand the content in a way that is specific to their learning styles (<u>Tomlinson, C. A. & McTighe, J. 2006</u>). Student performance will be tracked through computer-based programs such as <u>Achieve 3000</u> that gives weekly progress reports, and in <u>Eduphoria</u> that tracks weekly assessment data. Tomlinson and McTighe (2006) research showed that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning and the benefits of <u>Collaborative Work Groups</u> include: Development of higher-level thinking, oral communication, self-management, and leadership skills, promotion of student-faculty interaction, increase in student retention, self-esteem, and responsibility, exposure to and an increase in understanding of diverse perspectives and preparation for real life social and employment situations. Through <u>Collaborative Work Groups</u>, students will have the opportunity to apply all the critical thinking skills to complete group projects such as building a house using popsicle sticks that have to allow for furniture using the appropriate measurements to fit into the rooms in the house. Students will get to make the decision concerning how many rooms should be in the house etc. <u>Writing to Learn</u> using journals will allow students to organize their thoughts and provide a means by which students can form and extend their thinking, thus deepening understanding. Like reading-to-learn, writing can be a meaning-making process according to a study conducted in <u>Educational Leadership, 2002</u>. Students will use <u>Write to Learn</u> component to write and develop stories for storytelling and book publishing along with their parent participating as a co-author. <u>Write to Learn</u> creates speaking and writing fluency and text familiarity that is personalized and self-assessed using a rubric. <u>Scaffolding</u> will allow students to connect prior learning or prior knowledge to new knowledge and concepts. <u>Questioning</u> will allow for students to demonstrate their level of understanding of concepts being taught. <u>Classroom talk</u> will allow students to reinforce new learning and interpret it in their own way for discussion among their peers. <u>Literacy groups</u> allow for parent and students to engage in enrichment activities such as reading book clubs that membership includes other parents and students as well as extended family members (<u>Deva Daveport, 2014</u>). All classroom lessons will occur in a <u>Common Instructional Framework</u> (collaborative work groups, writing to learn, scaffolding, questioning, classroom talk, and literacy group) daily. The implementation of the six <u>Common Instructional Framework</u> strategies is innovative because it provides a common language across all three centers and demonstrates to students a shared vision of the expectations. The <u>Common Instructional Framework's</u> six components address skills required for college readiness in terms of the 21st century workforce skill requirements and provides positive youth development explorations (Jobs for the Future 2003). The six components are also a good fit for enrichment activities in particularly, <u>writing to learn</u> and <u>literacy group</u> which allows for parental involvement in the reading and writing activities for their children (<u>Montgomery, K., Darling-Hammond, L., Campbell, C. (2011)</u>. Through <u>STEM and Project Based Learning (PBL)</u> students will explore engineering at all three centers in robotic clubs and participate in summer bridge programs and critical thinking and problem-solving skills through real-life applications. STEM is very hands-on, and skill based. Hand in hand with the consideration above, STEM learning classes require students to do things with their hands to discover specific knowledge or to develop particular skills According to from the <u>Georgetown University Center on Education and the Workforce (2017)</u>, STEM instruction and STEM majors tend to offer benefits in a student's post-college career, even if that student does not necessarily pursue a STEM career. Research conducted in <u>Educational Leadership (2010)</u> showed that schools where PBL is practiced find a decline in absenteeism, an increase in cooperative learning skills, and improvement in student achievement and when technology is used to promote critical thinking and communication, these benefits are enhanced.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program Activities for Improve Student Academic Achievement: Project CA²N ACE's Program will ensure that all activities, including enrichment activities are aligned to identified students' needs and the activities will address specific needs to achieve positive outcomes. All activities will be aligned to campus needs and Project CA²N's staff in collaboration to external factors such as home environment or peer pressure. The Project Director, Site Coordinators, and campus administrators will work collaboratively to ensure that the Texas ACE Critical Success Factors and the four components are embedded in each learning activity and enrichment activity. The Project Director and the Site Coordinators will work with classroom teachers in developing collaborative lessons plans that are theme driven and that document the Common Instructional Framework's five components (collaborative work groups, writing to learn, scaffolding, questioning, classroom talk, and literacy groups). The lesson plans must show how the lesson fits into the theme for the week and show how the lesson's objectives align with the planned activities that address the four components (Academic Assistance, Enrichment/Recreation, Family and Parental Support Services, College and Workforce Readiness) of the ACE Program. Teachers will develop lesson plans in Eduphoria (software data management program) so that the Project Director and the Site Coordinators can review lesson plans and ensure that lessons are TEKS driven and embedded with critical thinking skill activities such as problem solving, inferencing, decision making, and application of new concepts. Eduphoria *Forethought* template component will house lesson units that have been developed collaboratively by classroom teachers for effective instructional delivery, monitors of effective instructional delivery and accessible for all teachers and administrators. Eduphoria *Aware* component will be used to track weekly assessments data and provide for immediate intervention. The Project Director and the Site Coordinator will review weekly data reports from *Aware* in a PLC setting with classroom teachers. The Project Director and the Site Coordinator will work collaboratively with the campus principal and counselor to help with student classroom assignments based on individual learning plans at the lower grade levels and graduation plans for upper level students and high school students. Character Education will offer extended enrichment activities through role playing and dramatization of what demonstrates positive character and appropriate character in various situations. Literacy Groups will be a part of the storytelling enrichment activities to raise engagement with texts by creating a structure which students actively probe meaning and express the meaning through drama, acting, and storytelling. A Storytelling and a STEM Extravaganza will occur once per year as the grand finale to show case student's projects and storytelling skills using their mini-books authored by them to increase attendance and participation. Parental involvement activities such as, conflict resolution, cooking classes, healthy living and physical fitness will occur three times per week to encourage family participation and attendance. Students and parents at each center will create a garment, hat, etc. to model in the annual fashion show to allow parents and students to learn together using all the critical thinking skills and strengthen math skills. ESL, ABE, and GED will be offered through CISD's Agreement through Hill College to assist parents in improving literacy. Parent training and character building clubs will be held at all three centers to improve student and parent behavior. Six weeks summer school will be provided offering driver's ed., art, dance, and drama as enrichment activities to improve speaking and listening skills.

Parent of the Month Club" - recognition of parent contributions to the school community to increase parent engagement. "Three for Me" Project (parents pledge to volunteer three hours per year per child to increase parent engagement and student learning. "Watch Dogs" (a male mentoring program) will serve as mentors to young men in building self-esteem and encourage positive behavior. "Man on the Move" for minority parents and students will be implementing to increase academic achievement. The Family Engagement Specialist will implement parent workshops on how to support student learning in specific subject areas. Programs to encourage English for Speakers of Other Languages (ESOL) parents to become involved with their child's education and planning sessions with parents to help them develop strategies for supporting their child's success inside and outside of the classroom. Individual Learning Plan (ILP) meetings and parent-teacher meetings will be held to support parent and student participation and weekly tutoring sessions in which parent volunteers assist children who need extra remediation in certain areas.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director, Family Engagement Specialists, Site coordinators will all be key partners in Project CA²N's media campaign to ensure local residents are fully informed of the community learning centers in addition to East Cleburne Community Learning Center. Educational opportunities, locations, schedules, and campus contacts will be posted on East Cleburne Community Center's existing website. Program staff will work with school administrators, local churches, and other youth serving entities to disseminate program information through CISD's website. Back to School nights and district-wide parent conferences will be a venue that will be utilized in August of 2018 to ensure that all outreach efforts are understandable, accessible, and transparent. During these events, there will be time for a public Q/A for all stakeholders. A-CAC will develop a communication plan which will include an *At-A-Glance* calendar and timeline reflecting dates and times of public forms and regular scheduled meetings to discuss programs expansions that will take place with Project CA²N with all community stakeholders. The Project Director, Site Coordinators, and some A-CAC members will present information in local civic organizations such as the Chamber of Commerce, Kiwanis, Lions Club, Men on a Mission, Rotary, and graduate chapters of fraternity and sorority organizations to keep all informed about Project CA²N. Presentations will occur at various local churches as well as civic organizations to share information. A-CAC will use their community prize patrol van throughout the City of Cleburne to distributed flyers and present an open public forum for Q&A sessions and pass out healthy treats to the public.

In addition, the community will be made aware of Project CA²N's new expanded program in English and Spanish based on the following media and written communication:

- CISD's campuses and district website
- East Cleburne Community Center's website
- Flyers and brochures sent home in Spanish and English
- Automated call-outs
- Mail-outs
- Flyers posted in grocery stores
- Announcements made in local churches
- School registration
- Board meetings
- Facebook
- Twitter
- Instagram
- Campus marquees
- Newspaper
- Local radio station
- Local businesses
- Arrange for Robo-calls (automated telephone calls to all families) to be made for important information or alerts

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Transportation Needs: Students who are targeted to participate in Project CA²N are from low income homes where the households don't have a vehicle or share one among multiple family members. Cleburne is a small town and does not offer free public transportation. In addition, parents of these students are working parents who are not available to provide transportation to and from the centers doing their working hours.

Safety: School bus safety is a priority for Cleburne ISD and the Project CA²N proposed centers. Cleburne ISD's will transport students from center to center and center to home and all educational field trips. The centers' space is adequate and safe. Health information and method of student's travel to and from home will be on file with the classroom teacher and the Site Coordinator for students who opt out on taking the bus home. Only individuals designated on the student release form will have the authority to pick up a student. All procedures will be sent home in the handbook for the Project CA²N Program followed-up with a parent training-Q&A session in Spanish and English to ensure parents understand safety procedures for students. The handbook will be printed in English and Spanish. Safety drills will be conducted periodically. The maintenance staff will ensure the safety of the building to ensure that all equipment is functioning properly. Custodial staff will ensure that floors are safe for student traffic and travel throughout the building and all restrooms are fully stocked with hand soap, toilet paper, and other hygiene needs. Hand sanitizer dispenser are throughout each building to prevent the onset of any illnesses.

In addition, parents and guardians will be required to talk with their children about bus rules and explain the student's role in keeping bus transportation safe. The Site Coordinators along with the Program Director will provide parents with the following rules in both English and Spanish for students attending the afterschool program:

- Arrive at the bus stop five minutes before the bus is scheduled to come.
- Do not be running late and do not try to get on the bus as it starts to move.
- Have all items in your book bag before you leave home, so you do not drop anything. NEVER chase after the bus.
- NEVER walk to another bus stop.
- Wait in an orderly group. Form an orderly line as the bus approaches, with the 1st student in line standing 12 feet away from the road.
- When you are getting on the bus and must cross the road: Cross 12 feet in front of the bus.
- Make sure you can see the driver. If you drop something, leave it and move to a point out of the Danger Zone. Do not pick it up without getting the attention of and instruction from the bus driver.
- Always stay away from the front and rear bus tires.

The Site Coordinators will educate parents on the School Bus Danger Zone. The Danger Zone is the 12-foot area that surrounds a stopped school bus where the bus driver might not see you or where cars might be moving when you are getting on and off the school bus. Project CA²N will provide free transportation for all student participants.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Recruitment: The Project Director and Site Coordinators will solicit and recruit volunteers at the age of 18 and older through public awareness presentations based on the goals and objectives of Project CA²N. **Use of Qualified**

Volunteers: Volunteers will be used to assist in the following capacities:

- Service Learning
- Project CA²N's after school tutoring program
- Senior's Day Out-Bingo
- Community Easter Egg Hunt
- Spring Break Escape Day Camp
- Summer Camp
- Martin Luther King, Jr. Luncheon

East Cleburne Community Center's Volunteer Policy:

Record Management: The site coordinators and data entry clerk will maintain records on each volunteer throughout the centers. Records include dates of volunteer service, positions held, duties performed, evaluation of volunteer performance, training attended, and awards/recognitions received. Volunteer records, including application, reference checks and background checks, will be kept confidential. Volunteers are responsible for submitting and updating information contained in their files to the Volunteer Management Office. **Dress Code:** Volunteers are representatives of the East Cleburne Community Center (ECCC) and are responsible for presenting a positive image to constituents and the community. Volunteers are required to dress appropriately for the conditions and performance of their duties. Volunteers that serve in a capacity of a presenter, speaker or other face-to-face constituent contact will wear a Project CA²N name tag. Volunteers who work as support in an office situation will dress according to the code of that office. Individual volunteers will be informed of the dress standard for their duties at the time of assignment. **Attendance/Time:** Volunteer attendance is important to the operation of Project CA²N. Volunteers will be required to notify the center's site coordinator in advance if they are unable to be present on their scheduled day or presentation date. Volunteers are responsible for completing and submitting their monthly log to the site coordinator and data clerk. Time not accounted for is the responsibility of the volunteer. **Change of Placement:** Volunteers may request a change in placement anytime during their volunteer service. If a volunteer elects to be re-assigned, the volunteer must apply for the volunteer position and receive all appropriate training. Service Requirement Volunteers agree to commit to a minimum number of hours of service over one year. At the end of a service term, volunteers may elect to renew their volunteer service agreement with ECCC. The number of service hours requested is approximately 50 hours each year. However, this service requirement varies by opportunity. **Leave of Absence:** Volunteers may request a leave of absence with the approval of their site coordinator. This leave of absence will not alter or extend beyond the previously agreed ending date of service. **Training:** Volunteers receive training as part of their volunteer service with Project CA²N. All volunteers must complete an orientation, on-the-job or program training, and participate in continuing education classes. Volunteer Orientation provides an overview of ECCC and Project CA²N's mission, history and goals. Each volunteer will participate in a scheduled orientation within the first month of beginning their service. The orientation is designed to provide a framework for volunteering. **Youth Volunteer and/or Service Learning Volunteers,** under 18, must have written consent of a parent or guardian before volunteering. Students volunteering for service learning credit hours for their school, must submit school name and contact information before volunteering. **Evaluation:** Volunteers receive periodic evaluations to review their performance. The evaluations allow for a volunteer and site coordinators to suggest changes, seek suggestions and enhance the relationships. **Recognition:** Volunteers will be recognized at ECCC's annual banquet. **Conduct:** Volunteers are expected to follow rules of conduct that will protect the interest and safety of all volunteers, staff and ECCC. The following are only some examples of inappropriate conduct which could lead to dismissal: • Theft or inappropriate removal or possession of ECCC's property or that of any volunteer, staff, agent or visitor, including failing to cooperate fully in any Project CA²N investigation. • Altering Project CA²N's reports or records. • Volunteering under the influence of alcohol or illegal drugs and/or illegal or unauthorized possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the volunteer environment. • Creating a disturbance on any of the centers' premises, at sponsored activities or in areas which could jeopardize the safety of others and lack of cooperation, or other disrespectful conduct.

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Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Sustainability Plan: The sustainability plan for Project CA²N ACE's Program is being implemented with the existing Project CA²N Program. ACE Committee Advisory Committee (A-CAC) has adopted the 3R's: review, refine, and renew as a continual monitoring process for the center's programs and will continue this process with the expanded program. A-CAC members will review what has worked, what needs modification, what needs expansion, what budgetary issues have surfaced, and what the findings from early evaluation data indicates? A-CAC will work on refining goals (with staff and stakeholders), objectives, the program design, and the research design. A-CAC presently performs a continual review of quarterly program performance reports to assess the project now to be able to compare to what it was three months ago or two years ago. This allows A-CAC and partners to make informed decisions on any changes or adaptations that may need to be made to meet goals and objectives. A-CAC will use program data reviews to determine if the targeted audience in this grant needs to be adjusted. A-CAC will determine if all activities listed in this grant need to be sustained and keep the ones that are helping to achieve the established goals and objectives. A-CAC will review staffing needs annually to determine a reduction or increase. A-CAC will always make current and potential partners aware of sustainability planning activities. Whether it takes place in a formal meeting setting or in written form, information will be disseminated to future potential business and community partners. Face-to-face meetings will occur asking for support and or in-kind contributions with potential future partners. A-CAC will ensure that funds from existing partnerships such as United Way Agency and Cleburne ISD funds in Title I, II, and III and CTE funds will be in place to continue the after-school program. A-CAC will continue to locate and encourage organizations and interest groups that benefit from this project's activities or interest in the target groups being served in Project CA²N. A-CAC will also look at diversifying funding. This will allow time to locate financial resources to keep Project CA²N back to its previous level without losing a presence in the community. East Cleburne Community Center holds an annual benefit/auction in collaboration with all its existing partners (Cleburne ISD, United Way, Texas Workforce Commission, KCLE radio, Tarrant County Area Foodbank and Texas Agricultural Extension Services) to raise funds for the afterschool program and student scholarships. Below are other grants types that will be sought out to support the program:

- Entitlement programs: National School Lunch Program or the Child and Adult Care Food Program both can be used to provide snacks to eligible children in afterschool programs.
- Block or formula grant programs: Child Care and Development Fund, Temporary Assistance to Needy Families, Title I, and the Community Development Block Grant.
- Discretionary programs: Federal funds for Cultural Partnerships for At-Risk Children and Youth, Mentoring Program, Safe Schools/Healthy Students, and TRIO.

A-CAC will keep abreast of the latest policy news related to afterschool by logging on to the Afterschool Alliance's policy web page at http://www.afterschoolalliance.org/policy_news.cfm for current funding availability.

Project CA²N's ACE Program's Timeline for Sustainability

Year	Planning Activities and Strategies
2018-2019	Continue the 3 R Process, conduct face-to-face meetings with potential new partners monthly; collect and review data for change and adjustment from year one program implementation
2019-2020	Continue the 3 R Process; Plan for additional program annual gala's and benefit auctions twice per year; Continue to collect data on year two program progress of review, changes and adjustments
2020-2021	Continue the 3 R Process; Continue collecting data on year three; Continue solicitation of new partners
2021-2022	Continue the 3 R Process; Continue data collection on year four; Continue solicitation of new partners
2022-2023	Continue the 3 R Process; Pursue other grants, continue data collection on year five based on budget, staffing, and program needs. Solicitation of new partners

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

By coordinating funds with partners, A-CAC can avoid duplication of work and efforts to address Project CA²N's goals and objective and allow other areas of need to be addressed. Coordinating funds will reduce overlap and eliminate redundancies between Project CA²N funding entities. Coordination will also create shared, community level measurement of activities and outcomes and maximize the effectiveness of funds invested in targeted critical areas of needs for the population served in this grant and reduce the struggle to meet basic needs of families.

Activity	Funding Source	Purpose
College Readiness and Career Awareness -Hill College/Southwestern Adventist University	CTE Funds (Federal) 5,000.00	TSI Testing, & Pre-ACT/SAT Prep
STAAR Tutorials and materials	Title I (Federal)-10,000.00	Address academic achievement gap for subgroups and graduation rate
Parental involvement/Enrichment	Title I (Federal) 16,000.00	Parents and student build learning relations in a safe environment
Classroom Weekly and Monthly Assessments	Local Funds (State) 5000.00	Provide weekly and monthly assessments
Social Services for Families	United Way (% of Annual Contribution) 20,000.00	Home visits and family literacy

Description of how program will coordinate with statewide programs and state compensatory education programs.

Project CA²N will coordinate *program requirements* and the *goals* of each program with school-wide programs and state compensatory programs for improvement and increase in the following ways:

The coordination of statewide and compensatory programs will also allow for the creation of collaborative professional development trainings for teachers and administrators such as core competencies for after school educators, program standards and program assessments. The coordination of Project CA²N with schoolwide programs and state compensatory programs will also

- Ensure equitable access to programs that are held afterschool and summer learning activities.
- Ensure broad geographic distribution of available funds and balanced access to programs.
- Ensure collaborative parent literacy training programs

How program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program:

Students targeted to participate in Project CA²N ACE's Program were identified as at-risk through CISD's PEIMS data base using 7 of the 13 indicators: 1) students in grades 1-5 that did not perform satisfactory and meet grade level; 2) students in grades 6-8 that did not maintain a 70 average on a scale of 100 in two or more subjects in the core curriculum during a semester in the preceding or current school year; 3) student was not advanced from one grade level to the next for one or more school years, students did not perform satisfactory on STAAR; 5) Student who are limited English Proficient, 6) Student identified as homeless; 7) student placed in alternative education program during the preceding or current school year, and the results of the local community survey that showed students ages 5-14 who were left in self-care situations for 7 hours, students who had limited access to programs for character building, and first generation college goers who were English Language Learners. The Project Director and the Site Coordinators will meet with campus administrators and their team to make student selection based on the established criteria and finalize the list. Plan for retention: The Project Director and the Site Coordinators will work with campus administrators and their team to register selected students during regular school registration. During registration, e-mail addresses of afterschool participants will be collected along with cell phone numbers of parents and students. This information will be used to send out birthday alarms and any other positive behavior that students display. Free transportation will be provided to and from centers for program participants in addition to enrichment activities such as chess clubs and chess competition, STEM clubs focusing on robotics, cooking classes, and fashion shows that students will help plan, and family video projects.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
Center 1	Santa Fe Elementary 1601 E Henderson Street Cleburne, Texas 76031		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged (90%) <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR (83%)		Pre-K (No) <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 (Yes) <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 (Yes) <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5 (Yes) <input type="checkbox"/> 12	
	9-digit campus ID number:	126903111				
	Cost per student	\$1,000.00				
	"Regular" student target (to be served 45 days or more annually):	500	Parent/legal guardian target (in proportion with student target):	175		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	NA	NA	NA		
	9-digit campus ID number					
Estimated transportation time						
Center 2	A. D Wheat Middle School 810 N Colonial Drive Cleburne, Texas 76033		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged (77%) <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR (62%)		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> X 6 <input type="checkbox"/> 12	
	9-digit campus ID number:	126903107				
	Cost per student	\$1,000.000				
	"Regular" student target (to be served 45 days or more annually):	215	Parent/legal guardian target (in proportion with student target):	50		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Santa Fe Elementary	Adams Elementary	Irving Elementary		
	9-digit campus ID number	126903111	126903101	126903104		
Estimated transportation time	1.2 miles	2.8	1.9			
Center 3	Lowell Smith Jr. Middle School		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged (61%) <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR (54%)		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	126903041				
	Cost per student	\$1,000.00				
	"Regular" student target (to be served 45 days or more annually):	215	Parent/legal guardian target (in proportion with student target):	50		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Cooke Elementary	Coleman Elementary			
	9-digit campus ID number	126903109	126903102			

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Estimated transportation time								
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County-district number or vendor ID: 75-2286091				Amendment # (for amendments only):				
Center 4	Name and physical address of center site:		The campus is (check all that apply):			Grade levels to be served (check all that apply):		
	NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR			<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:							
	Cost per student		\$					
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name							
	9-digit campus ID number							
	Estimated transportation time							
	Center 5	Name and physical address of center site:		The campus is (check all that apply):			Grade levels to be served (check all that apply):	
NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR			<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12			
9-digit campus ID number:								
Cost per student		\$						
"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):				
		Feeder school #1		Feeder school #2		Feeder school #3		
Campus name								
9-digit campus ID number								
Estimated transportation time								
Center 6		Name and physical address of center site:		The campus is (check all that apply):			Grade levels to be served (check all that apply):	
	NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR			<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:							
	Cost per student		\$					
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name							
	9-digit campus ID number							
	Estimated transportation time							

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Estimated transportation time					
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 75-2286091				Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
	Center 8	Name and physical address of center site:		The campus is (check all that apply):	
NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
		Feeder school #1		Feeder school #2	
Campus name				Feeder school #3	
9-digit campus ID number					
Estimated transportation time					
Center 9		Name and physical address of center site:		The campus is (check all that apply):	
	NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 75-2286091				Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):
			Feeder school #1		Feeder school #2
			Feeder school #3		
	Campus name:				
	9-digit campus ID number				
Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program's Management: A-CAC has adopted the 3R's: review, refine, and renew as a continual monitoring process for the center's programs. A-CAC members will review what has worked, what needs modification, what needs expansion, what budgetary issues have surfaced, and what the findings from early evaluation data indicates? A-CAC will work on refining goals, objectives, program design, and research design to continue to meet the program's needs. A-CAC presently performs a continual review of quarterly program performance reports to assess the project to be able to compare to what it was two years ago. This allows A-CAC to make informed decisions on any changes or adaptations that may need to be made to meet goals and objectives. A-CAC uses program data reviews to determine if the targeted audience in this grant needs to be adjusted. A-CAC determines if all activities listed in this grant need to be sustained and keep the ones that are helping to achieve the established goals and objectives. **Meet Program's Needs:** The multi-year strategic plan ensures student success by being reflective of the four components of the ACE Blueprint. Activities and strategies selected for the program align with the goals and objectives developed from conducting the comprehensive needs assessment. The format of the strategic plan allows for A-CAC's, Program Director and Site Coordinators to conduct monthly data reviews and monitoring of activities to ensure program effectiveness and student success. The strategic plan format has a tracking scale embedded to rate activities as initiating, implementing, or exemplar, which allows for immediate intervention for change and adjustments based on scoring if academic achievement is not occurring. **Operations:** The program is a 35-week program starting no later than 09/06/2018 with 6 weeks designated in the summer. Project CA²N's will be implemented at three centers. *Center 1:* Santa Fe Elementary: Grades 1-5 (500 students identified most in need); *Center 2:* AD Wheat Middle School-Grades 6-8 (215 students identified most in need); *Center 3:* Lowell Smith Jr. Middle School (215 students identified most in need). Total students served in all three centers are 930. **Budget Plan:** The Project Director will work with the entire staff to ensure accurate record binders that are reflective of the day to day operations for the program such as program schedule, current student attendance records by class/activity, lesson plans, curriculum overview for each class offered, monthly expenditures spreadsheet for the previous month, purchase orders/receipts, time Sheets/ time and effort logs/class attendance rosters and any fixed Assets (Capital Items) Log. The Grant accountant /bookkeeper will ensure the following along with the program director: (a. Expenditure reports follow cost principals and ADE Guidelines are kept, organized and available on request, (b. Pre-approved purchase orders (POs) coincide with approved budgets and are tracked, organized and available on request. POs will have dates, proper signatures and copies of itemized receipts attached; (c. Payroll records showing positions approved in approved budget are kept, organized and available on request; and (d. Time and effort reports are completed, kept, organized and available upon request.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-2286091

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program Evaluation: The proposed evaluation plan consists of a five-tier approach which has several important benefits.

Evaluation Tier	Task	Purpose	Methods
Tier 1	Conduct a needs assessment	To address how program can best meet needs of community	Determine the community's need Project CA ² N
Tier 2	Document services	To understand how services are used to justify expenditures	Description of participants, services, and cost
Tier 3	Clarify program	To determine if program is being implemented as intended	Examine if program is meeting goals and objectives
Tier 4	Make modifications	To improve program	Discuss with A-CAC how to use evaluation data for improvement
Tier 5	Assess impact	To demonstrate program effectiveness	Assess outcomes by collecting Qualitative/Quantitative data

The format of the five-tier approach allows for A-CAC's, Program Director and Site Coordinators to conduct monthly data reviews and monitoring of activities to ensure program effectiveness and student success. A-CAC members will review what has worked, what needs modification, what needs expansion, what budgetary issues have surfaced, and what the findings from early evaluation data indicates? Monitoring of program implementation will be on-going and all data will be analyzed through monthly and weekly data comparisons as deemed appropriate. An external evaluator will also evaluate the program referencing the Independent Evaluation Guide. A-CAC will have data access with feedback responsibilities. The data clerk will use input and track program data (both for evaluation and for other program needs) to create a management information system (MIS) or database that is maintained electronically. Participation data are only one part of an MIS, which will be used to organize data on all aspects of the program, from information on the activities implemented to staff demographics and professional development opportunities for the overall program evaluation.

Use of Evaluation Data: The Formative/process evaluation will determine whether the program has been implemented in your program as planned, and whether participants and other stakeholders are satisfied with the services offered. If not, A-CAC can reflect on what program changes are needed so that services are operating as intended, and so that stakeholders are happy with these services. Summative/outcome evaluation will help to determine whether the program is achieving the outcomes that it set out to achieve. Embedded into the five-tier approach is the 3R continual monitoring process. A-CAC has adopted the 3R's: review, refine, and renew as a continual monitoring process for the center's programs, student performance data, parent surveys, attendance records, observations, progress reports, and community/business surveys to track and monitor program success. Based on qualitative and quantitative data collected, A-CAC will work on refining goals, objectives, program design, and research design. A-CAC presently performs a continual review of quarterly program performance reports to assess the project to be able to compare to what it was two years ago. This allows A-CAC to make informed decisions on any changes or adaptations that may need to be made to meet goals and objectives. A-CAC uses program data reviews to determine if the targeted audience in this grant needs to be adjusted. A-CAC determines if all activities listed in this grant need to be sustained and keep the ones that are helping to achieve the established goals and objectives.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 75-2286091

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination based on gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination based on gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-2286091

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-228091

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-2286091

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 75-2286091

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-2286091

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-2286091

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 75-2286091		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes you must answer question #2 below. If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes, you must read and check the box next to each of the assurances below. If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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